Kentucky Report Cards 2001-2002

Jefferson County District Report Card

Meade Memorial Elementary Report Card

District Report Card

2001-2002

Jefferson County

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Dear Parents/Guardians:
This report card provides information about how well our district is doing, where it is succeeding, and where there is room for improvement. While it cannot tell everything about our performance, the report card is a good starting point for discussions with our teachers, administrators, school council members, and school board members. Unless noted, all data is from the 2001-2002 school year; contact information and narratives reflect the most recent school year's activity. For a more detailed examination of our district, please ask to see our Expanded Report Card, which contains a wealth of data and reports detailing district performance and procedures. Each district and school is required by law to provide this information upon request.

About Our District

The Jefferson County Public School District is Kentucky's largest, serving more than 95,000 students in Preschool through Grade 12 at 152 school sites. As the 29th largest school district in America, JCPS offers a variety of instructional programs including the Advance Program, Advanced Placement classes, Exceptional Child Education, and more than 70 Optional and Magnet schools/programs. Our 5,600 teachers have an average of 13 years of experience, and 80 percent have a master's degree or higher. The student-teacher ratio is 17 to 1 and in 2001-02, the student attendance rate rose to 94.1.

How Our District Ensures Educational Equity

The Jefferson County Public School District is serious about providing all of its students opportunities for success. An administrative department in the Superintendent's Office, headed by an assistant superintendent for Equity and Poverty Issues, monitors and addresses equity issues. A District Compliance and Investigations Director in the Human Resources Department oversees federal and state regulations, as well as Board of Education policies, including Title IX; Section 504; and prevention of discrimination because of race, gender, national origin, religion, or disabilities. The Department of Equity and Poverty Issues coordinates staff development, infuses multicultural education into the curriculum, advises content specialists on ways to meet the equity component of the District's Comprehensive School Improvement Plan, and provides multicultural education resource materials. The Diversity System, a cross-departmental management process that collects and analyzes equity-related data, monitors activities, and makes recommendations for improvement. The Diversity System also includes a Diversity Advisory Committee. In addition, the District receives advice from the Equity and Achievement Advisory Council.

District Enrollment (end of year membership 2001-2002) 89500

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up our schools' CATS Performance Scores for every two-year period.

Kentucky Core Content Tests

These tests measure the ability of our students to use knowledge in each subject. Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our district's performance, including academic indices and the percent of our students scoring novice, apprentice, proficient and distinguished (P/D), with all the other districts in Kentucky.

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (4th)	21%	15%	25%	25%	55%	60%	77.5	81.9
Science (4th)	17%	11%	48%	47%	35%	41%	71.2	77.4
Writing (4th)	19%	19%	57%	56%	24%	25%	61	62.1
Mathematics (5th)	35%	32%	30%	31%	34%	36%	64.3	66.1
Social studies (5th)	34%	30%	26%	27%	39%	44%	67.7	71.1
Arts & Humanities (5th)	45%	39%	42%	47%	13%	15%	45.1	49.3
PL/VS (5th)	24%	20%	32%	32%	44%	49%	69.5	73.8

The goal is that by 2014 nearly all students will score proficient or distinguished

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (7th)	19%	12%	34%	32%	48%	56%	75.2	81.4
Science (7th)	39%	28%	35%	39%	26%	33%	59.2	67.4
Writing (7th)	55%	42%	35%	45%	10%	14%	38.3	46.3
Mathematics (8th)	41%	32%	37%	42%	22%	26%	55.2	61.3
Social Studies (8th)	29%	23%	44%	45%	26%	32%	61.7	67.7
Arts & Humanities (8th)	32%	27%	34%	34%	33%	38%	59.3	64.3
PL/VS (8th)	28%	21%	42%	43%	30%	36%	61.2	67.6

The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Tests	Novice		Apprentice		Proficient/Distinguished		Academic Index	
	District	State	District	State	District	State	District	State
Reading (10th)	20%	19%	51%	52%	29%	29%	67.3	67.8
PL/VS (10th)	24%	21%	29%	30%	47%	48%	70.9	72.8
Mathematics (11th)	38%	37%	28%	33%	34%	30%	63.9	62.3
Science (11th)	32%	27%	40%	42%	28%	31%	60.7	64.5
Social Studies (11th)	22%	21%	45%	49%	33%	30%	69.5	68.2
Arts & Humanities (11th)	30%	30%	37%	39%	33%	31%	63.5	62.6
Writing (12th)	21%	23%	51%	52%	28%	25%	62.4	60.2

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. Data in this table is consistent with the accountability data publicly released in September 2002.

National Norm Referenced Test (CTBS/5)	District	State	Nation
End of Primary (EOP) Reading	51%ile	59%ile	50%ile
EOP Language Arts	52%ile	57%ile	50%ile
EOP Mathematics	52%ile	59%ile	50%ile

National Norm Referenced Test (CTBS/5)	District	State	Nation
6th Grade Reading	44%ile	54%ile	50%ile
6th Grade Language Arts	43%ile	51%ile	50%ile
6th Grade Mathematics	43%ile	52%ile	50%ile

National Norm Referenced Test (CTBS/5)	District	State	Nation
9th Grade Reading	49%ile	53%ile	50%ile
9th Grade Language Arts	46%ile	49%ile	50%ile
9th Grade Mathematics	42%ile	48%ile	50%ile

Other Measures

Other measures of district performance are the degree to which our district succeeds in getting students to come to school, our dropout rate, and the degree to which our graduates successfully move on to higher education or jobs. Another measure is the retention rate, which reflects the percent of students who were not academically ready to go on to the next grade and had to repeat the content of a grade for another year. These data reflect our performance during the 2000-2001 school year.

Transition to Adult Life

	Attendance Rate	Retention Rate	Dropout Rate		College	Military	Work	Voc/Tech Training	Work & Part-Time School	Not Successful
District	93.4%	4.4%	5%		60%	2.3%	23%	5.8%	6.5%	2.5%
State	94.2%	3.7%	3.2%		54%	2.9%	27%	5%	6.1%	4.9%

State Contest Results: **Academic/Speech, Band, Chorus, and Orchestra**

1st, 2nd, and 3rd Place awards (more than 18), State Foreign Language Festival; three 1st Place awards, State History Day Competition; 1st Place, State and National Black History Liberation Bowl Contest; Kentucky Optimist Speech Contest Champions; 1st Place, State, 6th Grade Thinking Cap Computer-Based Academic Competition; State Championship Chess Team; 2nd Place, Overall, Governor's Cup, Quick Recall (High School); 2nd Place, Kentucky Science Olympiad, (Middle and High School); approximately 300 students selected for All-State Band, Orchestra, and Chorus; 3rd Place, Kentucky High School Journalism Association Contest; 3rd Place Overall, Western Kentucky University statewide Journalism Contest; 4th Place, Class AAA Kentucky Music Educators Association State Marching Band Contest.

Teacher Qualifications

This chart shows the level of content preparation, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. The top row presents information on the certification of our teachers, while the second row presents additional information on the extent of their formal preparation to teach specific content. A teacher may be fully certified and yet not possess a formal major or minor in the subject they are teaching. The third row reflects the continuing efforts of our teachers to increase their mastery of the content areas they teach. The bottom two rows present further information about the extent of preparation and years of teacher experience. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	NA
% of Classes Taught by Teachers with a Major, Minor, or the Equivalent in the Subject Being Taught	89%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	99%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	80%	77%
Average Years of Teaching Experience	13	12

Our Learning Environment

School Safety

The information on school safety is intended to illustrate the policies and procedures we have in place to make our schools as safe as possible for our students and staff.

	Yes	No
Visitors are Required to Sign in	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines		97%

Procedures in Place in Our District for Drug and Weapons Detection

The JCPS District follows the guidelines in the Gun-Free Schools Act of 1994, the Safe and Drug-Free Schools and Communities Act of 1994, and the Drug-Free Workplace Act of 1988. JCPS uses a zero-tolerance approach to student discipline that provides students with clear rules and strict consequences for violations. To ensure that schools are safe and free of drugs and weapons, JCPS may conduct random and unannounced searches of school lockers, parking lots, and all other school property by school officials and the Police Detection Canine Team. The schools also exercise the right to search a student.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	154	140	39
Drug Abuse Violations	611	543	85
Weapons Violations	32	29	23

Student Resources

	Spending per Student	Student Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation With Internet Access
District	8172	17:1	4.9:1	92
State	6846	15:1	5:1	99

How We Use Technology to Teach

JCPS has networked classrooms in 150 schools and installed 99 miles of high speed, broadband fiber-optic cable to 71 sites. The student-to- computer ratio is 5.3 to 1, and computers are in every District classroom. The JCPS virtual high school, eSchool, enrolled more than 2,200 students who take on-line courses for credit or enrichment. Students are assessed on technology skills in grades P4, 5, 8 and 10.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/ Guardians Voting in School council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our District	66631	20407	1281	392402

Extracurricular Activities

During the 2001-02 school year, the total student participation in activities and athletics was 103,452.

Awards and Recognition

63 National Merit Semi-finalists; Grand-Prize winner, Encarta Challenge; Grand-prize winner, National Art Competition, Fordham University and Galef Institute; 1st and 2nd Place Awards, 2002 Southeast Consortium for Minorities in Engineering (SECME) Competition, Mousetrap Car (High School); 1st, 2nd and 3rd Place Awards, 2002 Southeast Consortium for Minorities in Engineering (SECME) Competition, Mousetrap Car (Middle School); 53 1st, 2nd, and 3rd Place Awards, National Latin Exam; Beta club National Community Service Award; 2002 National Champion Female JROTC Drill Team; 3rd Place, Male JROTC Drill Team Squad; 1st Place, Jamfest National Cheerleading Competition; student winner, American Chemical Council's Chemical Catalyst Award; 1st Place, Michigan State University Junior Debate Round-Robin Competition; ten Nationally certified teachers; KCHIP School and Outreach Site of the Year; Ashland Teacher Award recipients; Kentucky Technology Leadership Conference Student Technology Leadership Program (STLP) Gold School Award; winner, National Show Choir Competition; 2001 GRAMMY Signature School; Kentucky PTA Outstanding Educator Award; two recipients of the 2001 Presidential Awards for Excellence in Mathematics and Science Teaching; American Chemical Council's Catalyst Teacher of the Year Award; 2002 McDonald's Kentucky Assistant Principal of the Year; 2002 Governor's Award in the Arts Education Award recipient; Leavy Award for Excellence in Private Enterprise Education; best practice awards from the Kentucky Association for Psychology in the Schools.

What We Are Doing To Improve

The Jefferson County Public School District continues to raise standards for excellence and academic performance by several methods: Reallocate resources to refine strategies that address student proficiency, reduce the number of students scoring Novice level on the CATS, and close the achievement gap; develop a Kindergarten through Grade 10 Literacy Plan to help students become Proficient-level readers; continue to offer exemplary Prekindergarten programs; continue to refine Core Content Guides and Curriculum Assessment Maps to provide greater curricular consistency among schools; continue to develop Individual Success Plans (ISPs) for struggling students; establish student/support teams at 73 schools; help low-achieving schools develop schoolwide intervention plans; continue to offer Parent University as a resource for parents of middle school students who want to support their children's educations; continue to enhance an on-going assessment system to chart students' progress toward proficiency based on state's core content for assessment; Continue to find ways to engage more middle school students in high-level, integrated mathematics instruction; expand such co-curricular programs (as Students Taking Academic Responsibility for Success (STARS) Club) for middle school students; use Web-based tracking to monitor student progress toward proficiency; establish achievement gap goals and strategies for all JCPS schools; develop a state-of-the-art professional-development program for principals and school leaders; continue systemic focus on raising student attendance and on reducing the student dropout rate; continue to operate such academic safety net programs as LINK (Linking Instruction with Neighborhood Kids), Extended School Services, and Family Resource/Youth Services Centers; aggressively recruit and retain high-quality, fully-certified teachers and develops high quality school leadership teams.

How to Get More Information

Call, e-mail, fax or write to our superintendent at the number and address on the top of this District Report Card. You may contact your School Board members at the numbers below. Visit our central office and ask for the Expanded District Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded District Report Card may be free or provided at cost of copying.

Member's Name	Phone	Member's Name	Phone
Ann V. Elmore	(502) 485-3566		
Carol Ann Haddad	(502) 485-3566		
Joseph L. Hardesty	(502) 485-3566		
Larry Hujo	(502) 485-3566		
Stephen P. Imhoff	(502) 485-3566		
Patrick O'Leary	(502) 485-3566		
Dottie Priddy	(502) 485-3566		

Our district does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Kentucky Department of Education
Office of Communications
1916 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Extracurricular Activities

Meade Memorial offers a variety of extracurricular activities (e.g., boys' and girls' basketball, cheerleading, academic team, football, band, chorus, Pee Wee basketball and cheerleading, primary dance team). In fact, approximately 80% of MMS students participate in at least one or more extracurricular activity.

Awards and Recognition

Meade Memorial has been recognized as one of the top 15 schools in the state that experienced dramatic positive changes in their CATS assessment scores. In fact, MMS has increased scores in the last two cycles by 17.1%. Our school has consistently maintained or received rewards in each testing cycle. Meade is one of 39 schools to have been honored by the Prichard Committee for Academic Excellence because of our consistent progress in the state accountability program. Meade has applied for and received two grants this year: the ESS Innovative Grant (Analyzing Test Scores) and the TIP Grant (Artist in Residency). Meade Memorial continues its tradition of excellence in athletic and academic events district-wide. Although MMS has the smallest enrollment of the elementary schools in our county, we consistently remain competitive in both athletics and academics.

What We Are Doing To Improve

Meade continues to acquire innovative instructional tools for teachers and students. Teachers are continually engaged in professional development to enhance their knowledge and to address school improvement issues. To help reduce educational barriers to learning, MMS and our Family Resource Center provide various programs (e.g., ESS, school-wide Title I, Homework Hotline, on-site GED, Family Literacy, parent workshops, Family Reading Night, etc.). MMS has an active Parent-Teacher Organization that offers monthly attendance awards to encourage students to attend school.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member's Name	Phone
David Butcher	606-789-5050
Ilene Lackey	606-789-5050
Wanda Spriggs	606-789-5050
Joann Chaffins	606-789-5050
Melissa Crace	606-789-5050
Barbara Ware	606-789-5050

Our school does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Commonwealth Accountability Testing System

SCHOOL REPORT CARD 2001-2002

Meade Memorial Elementary School

- Commonwealth of Kentucky -

David Butcher, Principal
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Email: dbutcher@johnson.k12.ky.us
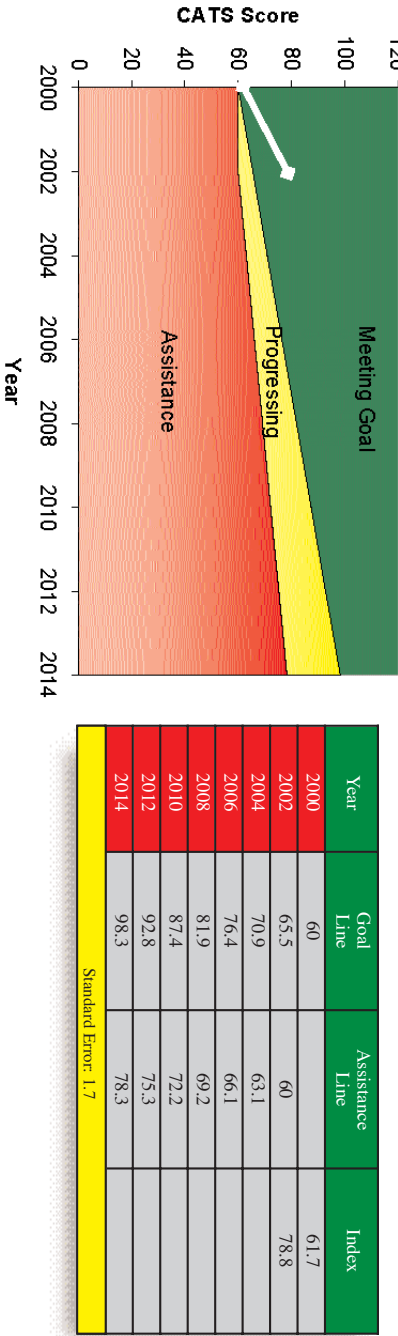
Dear Parents/Guardians:

Here is our school's report card for the 2001-2002 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school, and to see our Expanded Report Card on file at the school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.

Meade Memorial Elementary School Growth Chart

Year	Goal Line	Assistance Line	Index
2000	60		
2002	65.5	60	61.7
2004	70.9	65.1	78.8
2006	76.4	66.1	
2008	81.9	69.2	
2010	87.4	72.2	
2012	92.8	75.3	
2014	98.3	78.3	

Standard Error: 1.7

About Our School

The staff of Meade Memorial Elementary School believes that all students can learn when provided a secure learning environment. We believe our school's purpose is to guide and challenge each student to their highest level of performance academically, while encouraging growth in social and emotional behaviors. David N. Butcher, the school principal, knows that a productive school requires teamwork that involves all individuals who touch the lives of children on a daily basis. Our school has a very supportive site-based council. Driven by the Family Resource Center and Parent-Teacher Organization, we have an active parent and community involvement program. Following the children, our most precious commodity is our instructional and support staff. The teachers, cooks, bus drivers, custodians, instructional assistants, clerical staff, and a host of volunteers work proudly and diligently to provide the best educational experience for our students who call themselves "Red Devils." Although small in numbers, Meade Memorial offers a long lasting tradition in excellence. Our student representatives in the areas of academics and athletics continue to maintain this proud tradition.

How Our School Ensures Educational Equity

Our school continually strives for educational equity for all students regardless of race, gender, religion, ethnicity, socio-economic status, or disabilities by providing on-going staff training and rigorous review of disaggregated student progress data. To assist in ensuring educational equity, our certified staff analyzes student performances by reviewing state accountability core academic areas, CTBS scores in non-accountability grades, performance on Accelerated Reader and STAR tests, Accelerated Math tests, student grades, and teacher-made assessments. Educational equity is also evaluated by monitoring disaggregated data of student participation in co- and extra-curricular activities, Extended School Services, and Special Education services. Additionally, non-cognitive data such as student surveys, discipline referrals, retention, and transitions into upper grades are reviewed for equity-related disparities.

School Enrollment (end of year membership 2001-2002): 171

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading (4th)	0%	5%	15%	26%	23%	25%	74%	71%	60%
Science (4th)	0%	2%	11%	52%	45%	47%	48%	53%	41%
Writing (4th)	2%	6%	19%	32%	49%	56%	66%	45%	25%
Mathematics (5th)	28%	13%	32%	22%	32%	31%	50%	56%	36%
Social Studies (5th)	22%	13%	30%	33%	20%	27%	44%	67%	44%
Arts & Humanities (5th)	17%	14%	39%	44%	51%	47%	39%	35%	15%
PL/VS (5th)	17%	14%	20%	50%	29%	32%	33%	57%	49%

	Academic Index		
	School	District	State
Reading (4th)	91.9	90.9	81.9
Science (4th)	85.9	87.5	77.4
Writing (4th)	85.3	76.5	62.1
Mathematics (5th)	67.2	82.3	66.1
Social Studies (5th)	73.6	91.6	71.1
Arts & Humanities (5th)	69.9	71.6	49.3
PL/VS (5th)	67.7	82.4	73.8

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, allows us to compare our students' performance with the performance of students across the country. These scores are reported in percentiles. A percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	76%ile	68%ile	59%ile	50%ile
EOP Language Arts	63%ile	69%ile	57%ile	50%ile
EOP Mathematics	82%ile	68%ile	59%ile	50%ile
6th Grade Reading	59%ile	66%ile	54%ile	50%ile
6th Grade Language Arts	57%ile	60%ile	51%ile	50%ile
6th Grade Mathematics	50%ile	65%ile	52%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2000-2001 school year.

	Attendance Rate	Retention Rate
School	96.6%	1.4%
District	96.7%	0.3%
State	94.2%	3.7%

State Contest Results:

Students at Meade Memorial are encouraged to be a part of co-curricular and extra-curricular activities, academic and athletic events. Our students may participate in several activities that are represented in state contests (e.g., Academic Team, Band, Chorus, etc.).

Academic/Speech, Band, Chorus, and Orchestra

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers with a Major, Minor, or Equivalent in the Subject Being Taught	100%	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	67%	76%	77%
Average Years of Teaching Experience	10	13	12

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines		100%

Procedures in Place in Our School for Drug and Weapons Detection

Meade Memorial has a detailed Safe School Plan outlining all safety procedures including drug and weapon detection. We revise our Crisis Management Plan annually to implement new strategies and resources available to our school and community. Teachers receive professional development on the use of the Safe School Plan. PD helps to ensure that all members of our staff are aware of their role in providing a safe learning environment for our students. As well, supervisors inspect and report unusual items and/or behavior to the appropriate persons. In addition to these measures, the staff has continuous access to office personnel in an emergency, via phones available in all classrooms. Upon enrollment, students receive instructions to report to designated staff any knowledge of drugs, weapons, or any unusual behavior exhibited by fellow students. Students are under adult supervision at all times and all visitors are required to report to the main office upon entering our school.

Student Resources

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	0	0

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	5113	17:1	4:1	100%
District	6164	15:1	5:1	100%
State	6846	15:1	5:1	99%

How We Use Technology to Teach

At Meade Memorial Elementary, technology has been implemented in many content areas. In order to improve reading skills and to assess reading abilities more comprehensively, Accelerated Reader, STAR Reading, and Breakthrough to Literacy computerized programs were integrated into the curriculum. In the content area of math; computerized programs such as Accelerated Math, STAR Math, and Performance Math were implemented to help increase basic math skills and concepts. In addition, various other software programs have been acquired to enhance content understanding. Every classroom has access to the Internet and each classroom has four to five computers available for student use.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	155	12	12	4332